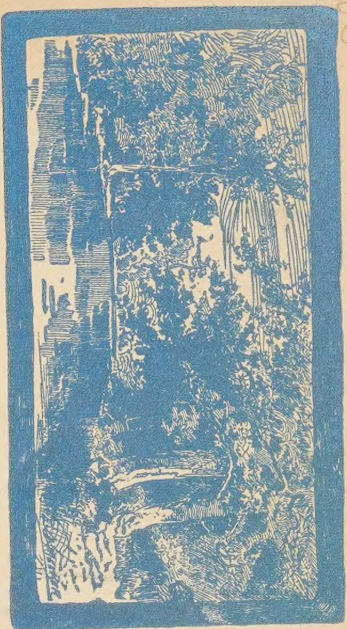


02705
02405
02405
02405



GOD IN NATURE

BY KATE GANNETT WELLS

ary Grade



BERKELEY, CALIFORNIA

THE GIFT OF

UNITARIAN SUNDAY SCHOOL
SOCIETY
OF BOSTON, MASSACHUSETTS

BL
185
W44
1900
V.1
GTU
Storage

ETY

For renewals call (510) 649-2500

DATE DUE	
GAYLORD	PRINTED IN U.S.A.

God in Nature Series.
By Kate Gannett Wells.

Lesson I.

UNITARIAN SUNDAY-SCHOOL SOCIETY,
25 Beacon Street, Boston.
Copyright 1900.



SUN, MOON AND STARS.

SUN, MOON AND STARS.

HINTS FOR TEACHERS.

ASK the children what they know or think about the sun, moon and stars.

Tell them how very little even learned men know about these heavenly bodies. Speak of their size, power, and distance from us, and of their vast age. Tell them the story of Copernicus and Galileo, making vivid to their minds the reverence which all great scientists feel for truth, for facts. Tell them that Galileo's discovery was one of the great starting-points of knowledge, out of which have come new ways of thinking, knowing, and living.

Talk to the class of the necessity for power or strength and for usefulness. Let the pupils think this out for themselves in relation to the lesson,—that the sun must be very powerful, since it is more than a million times as large as our earth, and that it takes only eight minutes for its light to travel about 93,000,000 of miles in order to reach us. It is also very useful, for its heat and light maintain all organic life on our globe.

Speak of the stars as greater or lesser suns, and of the moon as near enough to this world for us to see its mountains and valleys, but about which as yet we know little. Emphasize, however, its usefulness in being by its attraction the chief cause of the tides. Tell the children about the telescope, how it is

revealing to us more and more knowledge of the heavens; for man's inventions are the pathways that lead to discoveries of the countless creations of God.

Tell them of the account in Genesis of the creation, and that the old Bible story has been handed down from parent to child, until we now read it as a wonderful poem about the greatness of God. Read verses, chapter i., 1-5, 14-18.

Then bring out the lesson of beauty,—the glories of the sunrise and the sunset, of the starry nights and the soft moonlight. Encourage the children to talk freely of their fancies about the stars and moon; and let them feel that the wondrous beauty of the heavens is a constant joy to you, that they may catch some of your love for it. Tell them of peoples who worship the sun; for *power*, *usefulness*, and *beauty* are primal forces which persons in all ages have recognized more and more as they studied nature, and tried to make their own lives noble and to help others.

Relate these three great forces to God, the Creator, who works through *law*, and whose gift of sunlight keeps us alive. Let the main point of this lesson, as of the following ones, be the teaching of the reverence and gratitude we owe Him for his gifts and laws, as seen through nature.

Help the pupils to look up passages in the Bible which speak of the heavens. Ps. viii. 3; xix. 1-3; xxxiii. 6; civ. 2, 19. Tell them that the Psalmist was a poet, who loved beauty and praised God for it. Therefore, there is more about nature in the Book of Psalms than in any other book of the Bible.

QUESTIONS FOR PUPILS.

What is the most powerful object you see? How far off is it? How large?

What are its uses? What makes the four seasons? How early or late do you see it? What colors do you find?

Do you ever make good resolutions at sunset hour? Does the sun really rise and set? Did Galileo tell the truth? Ought he always to have told it?

What is astronomy? Did you ever look through a telescope? If so, what did you find? Why did people ever worship the sun?

What are the stars? What is the moon? Do you know any poetry about them? Can you find the North Star, Venus, Jupiter, and the Milky Way? Of what does the moon make you think? Are the sun, moon, and stars beautiful? Are beautiful things useful?

What are the three thoughts which come to us when we look at the sun, moon, and stars?

What does the Bible tell us about their creation?

What do their power, usefulness, and beauty teach us about God?

To be memorized or recited by the class.

“Praise ye Him, sun and moon; praise Him, all ye stars of light; praise Him, ye heavens of heavens.” (Ps. cxlviii. 3, 4.)

God in Nature Series.
By Kate Gannett Wells.

Lesson II.

UNITARIAN SUNDAY-SCHOOL SOCIETY,
25 Beacon Street, Boston.
Copyright 1900.



OCEANS AND RIVERS.

OCEANS AND RIVERS.

HINTS FOR TEACHERS.

ASK the children whether an ocean or a mountain is to them the most wonderful. Help them to think out the reasons for their various replies, which, unknown to themselves, may largely be based upon the locality where they live.

Try to instil throughout all these lessons a reverence for nature as God's handiwork rather than to increase the curiosity of the pupils to know how things are made. Yet, if they question about nature's methods, answer them in such a manner as to arouse a sense of God as the creator working through law.

Tell them in a general way how oceans separate lands (Gen. i. 6); how their currents have shaped the earth; how rivers start from springs and lakes and grow larger as they flow toward the ocean; how great cities grow up at the mouth of rivers; and how God must have planned the waters of the earth, so that man could carry on business thereby. Speak of travel by great steamers, by ships, boats, canoes, of the business and social intercourse dependent upon the waters, and of man's knowledge how to manage their tremendous force; for he even applies the strength of Niagara Falls to manufacturing purposes.

Lead the pupils to feel that, great as is the power of rivers and their falls, and of oceans, man's brain has greater power. Ask them who made man and in whose image (Gen. i. 27).

Tell them of La Salle and the early missionaries, who explored

many of the rivers and bays of this continent that the Indians might hear about Jesus. Ask them why the Mississippi is called "the Father of Waters."

Explain to them that, after all, oceans and rivers are made up of little drops of water, and draw the well-known moral about character.

Tell them of the tides (Lesson I., p. 4), how twice a day the ocean sweeps up on the beaches and goes back again; of the waves which break on the beaches as surf, grinding pebbles and sand finer and finer or spreading as waves far across an ocean, often travelling more than a mile a minute, and tossing vessels.

Emphasize the *use* of the waters for trade or commerce, and for the large supply of food they furnish to the world (Psalm civ. 25). Tell the class of the *beauty* of the deep, that oceans have been called gardens of seaweed and museums of corals, shells, mosses, stones; that just the study of corals alone shows the infinite variety of beauty and use which God has put into everything He has made.

Tell them that the disciples were fishermen with nets (Mark i. 16-19; Luke v. 1-11; John xxi. 6-11), and that Jesus used the illustration of fishing to impress upon them the need of their doing all they could to bring others into the ways of goodness and pleasantness. Therefore, he called his disciples "fishers of men."

Tell the class also how Christ quieted the fears of his disciples till they no longer feared the winds and the sea (Matt. viii. 23-27).

Finally, speak of God's *power* as seen in the seas (Psalm lxxv. 5-7), and of his loving kindness, making life happy; and that, as rivers fertilize the ground, the term "water of life" is used in the Bible as an emblem of refreshment (Rev. xxii. 17).

QUESTIONS FOR PUPILS.

What are the uses of an ocean? Why is it wonderful?

Why does it make you think of God?

Have you ever been on a canal? Who makes that?

What is the difference between oceans and rivers? Of what are both made? Do you know the verse about "little drops of water"?

Could you keep on doing and being a little better and a little better until by and by you were a great deal better?

Why is the ocean called a garden or museum?

Of what does Niagara Falls make you think? From where does its water come? What is its use? Who made Suspension Bridge? Who made the man who built the bridge?

How does one do business on oceans and rivers? What do you buy in the market that comes from them?

What occupation did Jesus and his disciples follow?

What besides fish did Jesus want his disciples to catch? Why?

Have you ever done things for others? Were you then one of Jesus' fishermen?

How does the thought of God help us when we are afraid?

What do we mean when we say that God is mightier than the waves, and that his kindness is like a flowing river?

To be memorized or recited by the class.

"The Lord on high is mightier than the noise of many waters, yea, than the mighty waves of the sea." (Ps. xciii. 4.)

God in Nature Series.
By Kate Gannett Wells.

Lesson III.

UNITARIAN SUNDAY-SCHOOL SOCIETY,
25 Beacon Street, Boston.
Copyright 1900.



MOUNTAINS.

MOUNTAINS.

HINTS FOR TEACHERS.

BY means of this lesson try to make the children understand somewhat of the unchangeableness, patience, and strength of God, since from the earliest times mountains have been used as symbols of his character.

Tell them how mountains are the highest parts of uplifted regions and how valleys nestle below them. Ask the children to tell you of the varied shapes they have seen,—single peaks, domes, or flat-topped mountains,—and whether or not grass is found on all of them, and where the Edelweiss flower grows. Tell them the meaning of its name. Ask if they have ever found a harebell peeping out between high rocks.

Speak of the changes in mountains being so slow that it seems to us as if they were eternal, just as we know God's love really is.

Tell them to count up the *uses* of mountains in furnishing shelter and pasturage for animals, fuel for men to burn for warmth and timber out of which they can build their houses, and metals and minerals for manufacturing purposes.

Then emphasize the varied *beauty* of their forms and of their shadows, which range from gloom to glory, and of the wide views that one can see from their tops. Tell the class how men in all ages have turned to the mountains for help, and that thinking of them made men think of God. (Ps. cxxi. 1.)

Ask the children if sometimes they have not had other feelings than those of fun in scrambling up a hill, and why they felt as they did when they had reached the summit and looked about and sat down on the ground quiet and contented.

Tell them that the Bible says a great deal about mountains (Isa. ii. 2, 3; Micah iv. 2), that the Psalmist likens God's righteousness to them (Ps. xxxvi. 6); for "his strength setteth" them "fast" (Ps. lxxv. 6). Yet God was our Father long before the mountains were brought forth (Ps. xc. 1, 2), and the whole world is his creation (Gen. i. 9, 10). Therefore "Praise ye the Lord" (Ps. cxlviii. 1, 9).

Speak of great events in the Bible which happened on mountains. The ark rested on Mount Ararat (Gen. viii. 4); the Israelites drew near Mount Sinai to hear the Ten Commandments which Moses gave them (Ex. xix. 1, 3; xx. 1-18); Moses died on Mount Nebo (Deut. xxxiv. 1, 6); Solomon built the temple on Mount Moriah (2 Chron. iii. 1); Christ gave the Beatitudes preaching from the mountain (Matt. v.), and was transfigured on "an high mountain" (Matt. xvii. 1, 2).

If the children can be led to feel that, just as mountains shelter us by their height, strength, and shade, so does God's love always protect us, making our little troubles still less and giving us strength to try to do all we can, they will have gained a firmer hold upon reverence and gratitude, though they may be too young to recognize such feelings by big names.

QUESTIONS FOR PUPILS.

Where are mountains, and what are they?

What shapes have you found in them? Of what does a mountain harebell make you think?

How many uses have mountains? What are they?

Why have they been called "the bones of the earth"?

Do mountains change? Does God ever change, or is it we who change as we learn more about him?

Why are mountains beautiful? From where do their shadows come? Of what do you think when you see them?

Why have men often gone into the mountains to pray?

Why does the Bible so often speak of mountains?

What happened to the ark on Mount Ararat?

Have you read the Ten Commandments? Is it easy to obey the fifth?

Where was Solomon's Temple?

Where was the best of all sermons given? and by whom?

Have you ever seen people's faces shine when they were thinking of something very beautiful or good?

Why is God greater than the greatest mountain?

Why should we praise and love him?

To be memorized or recited by the class.

"The mountains shall bring peace to the people, and the little hills by righteousness." (Ps. lxxii. 3.)

God in Nature Series.
By Kate Gannett Wells.

Lesson IV.

UNITARIAN SUNDAY-SCHOOL SOCIETY,
25 Beacon Street, Boston.
Copyright 1900.



WINDS AND CLOUDS.

WINDS AND CLOUDS.

HINTS FOR TEACHERS.

EXPLAIN to the class something about the nature of winds and rain, that afterward they may understand why they are used in the Bible to illustrate God's influence.

Tell them how winds, as surface currents of air, are very *useful* in gathering moisture for the earth, in affecting the temperature of both ocean and land, and by their constant motion in not only purifying the air, but in making ships and kites sail, wind-mills turn, and grasses grow by carrying about their seeds.

Explain to them that, just because of the force of the winds, the Psalmist speaks of them as showing the strength of God's power and his majesty (Ps. xviii. 10; cxlvii. 18). God's influence over us, which we feel, but cannot see, is also likened to the wind (John iii. 8).

Tell them of the wind that drove back the waters of the Red Sea when the Israelites crossed it (Ex. xiv. 21) and of the parable of the house founded upon a rock (Matt. vii. 24-27).

Ask them if some children are not like tossing winds, so that one can never tell what they are going to do next (Eph. iv. 14).

Then talk to the class about the clouds, slightly explaining that, when the air is cooled enough, the vapor in it forms clouds, which sometimes are fifteen miles high, though many of the most

beautiful ones that we see, especially at sunset, touch the earth (Lesson I., p. 6).

Tell them your own thoughts or fancies about clouds; and lead them to understand that, because clouds have brought so much refreshment and shelter on hot days, and are so wondrously *beautiful* and suggest so much mystery and revealing, they have been called the dwelling-place of God.

Tell them of the wandering of the Israelites and of their being led by a pillar of cloud (Ex. xiii. 21, 22); of Mount Sinai being covered with a cloud (Ex. xxiv. 15-18); of the cloud that abode upon the tabernacle or lifted from it, as a sign to the Israelites when to continue or stop in their journeyings through the desert (Num. ix. 15-21).

Tell them how gladly God forgives us for our wrong-doings when we are sorry, blotting them out as if a thick cloud hid them (Isa. xliv. 22); that the prophet describes God as riding on a swift cloud (Isa. xix. 1) and the Psalmist as making the clouds his chariot (Ps. civ. 3), to show his majesty.

Speak of the bright cloud and the voice at the time of the transfiguration (Matt. xvii. 5), and that, when Jesus spoke of his influence growing over the hearts of men, he described himself as coming in a cloud "with power and great glory" (Matt. xxiv. 30). Dwell upon the significance of such imagery, even if there is only one in the class to comprehend, and lead back the thoughts of the children to the glory of the sunset hour, which seems to promise the "crowning day" of gladness for all.

Lead them, too, with you in thought to imagine what must have been the tender, solemn beauty of that cloud which, the disciple said, received Jesus "out of their sight" (Acts i. 9).

QUESTIONS FOR PUPILS.

What are winds and their uses?

How do they especially help you?

Who causes the winds to blow? What once happened to the Red Sea?

Why is God's influence likened unto the wind? Can you see it? Can you feel it?

What did Jesus mean by the house founded on a rock? Did winds destroy it?

Can boys and girls and babies have much character?

How can they get or make more of it? Do you like or mind those who have it?

Why is the little girl in the picture who is battling against the wind like a child fighting against temptation?

Do you always try with all your might?

How are clouds formed? How high and low are they?

What are some of their forms and colors?

Why have they been called the dwelling-place of God?

How did the clouds help the Israelites? What was the tabernacle?

Why is God's forgiveness likened unto a cloud? How do they show this majesty?

At what times in Jesus' life must clouds have been especially beautiful?

To be memorized or recited by the class.

"The wind bloweth where it listeth, and thou hearest the sound thereof, but canst not tell whence it cometh, and whither it goeth: so is every one that is born of the Spirit." (John iii. 8.)

God in Nature Series.
By Kate Gannett Wells.

Lesson V.

UNITARIAN SUNDAY-SCHOOL SOCIETY,
25 Beacon Street, Boston.
Copyright 1900.



RAIN AND SNOW.

RAIN AND SNOW.

HINTS FOR TEACHERS.

EXPLAIN to the children how the vapor of the clouds condenses into raindrops or freezes into snowflakes, and how the rain and snow nourish the earth and feed oceans and rivers.

Tell them that there are more than a thousand forms of six-pointed crystal snow stars, or six-sided slabs.

Tell them that what happens to a road when a heavy shower of rain comes down upon it is happening on mountain sides and plains and valleys; for water flowing along, swollen by the rain or frozen into ice, cuts into the land, changing its surface. Speak of glaciers and ravines; of the river Nile; of hot countries cooled by the air blowing over regions of snow; of floods, broken bridges, and dams. Tell them that, if it were not for rain and snow, there soon would be no grass, neither trees nor forests, neither water to drink nor food to eat.

Speak of the vivid beauty of the rainbow and the arrangement of its colors, which are caused by the sun shining upon the drops of water suspended in the air.

Ask them to tell you the story of Noah and the ark (see Lesson III., p. 8), and you, in turn, tell them of the rainbow (Gen. ix. 12-17): that though, when we see God's "bow in the cloud," we now understand more of the laws according to which he made it, we also love to look upon it as a symbol of God's love to us, which is never going to forsake us.

Speak of the infinite creations of God, as seen in a single drop of stagnant water, in which there can be millions of minute insects.

Tell them how Moses likened the teaching he gave his people about God unto dew and rain (Deut. xxxii. 2). The Psalmist thanks God for rain (Ps. lxxv. 9, 10; lxxviii. 9; cxlvii. 8, 16; cxlviii. 7, 8). Isaiah compares God's ways and thoughts, which work for good in the world, to the rain and snow that come down from heaven to water the earth.

Impress upon the minds of the children the *order* of God's universe; that the rain does not fall just to help a good man's field or injure a bad man's crop, but in accordance with laws which God has made (Matt. v. 45).

The more we study these laws, the better can we ask, as did Job, if any one has ever understood their treasures (Job xxxviii. 22).

The snow seems to tell us of God's forgiveness just as did the clouds (Lesson IV., p. 9), which helps us to become clean and pure like the fresh-fallen snow (Isa. i. 18).

Saints Matthew and Mark even likened Christ's raiment unto snow. (Matt. xxviii. 3; Mark ix. 3.)

Each of these lessons should leave on the children's minds a distinct impression of the love for nature which was felt by various writers of the Bible, who compared her ways to those of human character, always recognizing God as the maker of his own laws.

Always keep the children mindful of the connection between *use* and *beauty* in all that God has made.

QUESTIONS FOR PUPILS.

Have you ever seen ice-marks on stones or looked at the seams in a ravine or mud-bank?

Have you a cistern or spring near your house?

Why do we need the rain and snow?

Where do you see a rainbow? a double one? Of what is it a symbol? What is the story about it and the ark?

Have you studied the scale of colors in your day-school? Where are other colors like it?

Of what kind of children does the pattering rain and the falling snow make you think? of fussy or spry girls, of helpful or noisy boys?

What are the pleasures of a rainy day or of a snow-storm?

Should you be afraid of the weather, and let it keep you home from school?

Why is the little girl in the picture well dressed?

What is the use in just one drop of water? in doing just one kind little act or in thinking just one good little thought?

Why do we thank God for dew, rain, and snow? What are their treasures?

Do they all fall upon the earth in consequence of God's laws?

What should we remember when we think there is too much snow or too little rain?

Why do dew, rain, and snow make us think of God's forgiveness and love?

To be memorized or recited by the class.

"Sing praise upon the harp unto our God: who covereth the heaven with clouds, who prepareth rain for the earth." (Ps. cxlvii. 7, 8.)

God in Nature Series.
By Kate Gannett Wells.

UNITARIAN SUNDAY-SCHOOL SOCIETY,
25 Beacon Street, Boston.
Copyright 1900.

Lesson VI.



TREES AND GRASS.

TREES AND GRASS.

HINTS FOR TEACHERS.

IN this lesson the children should be able to give many hints to their teachers, since their nature work, even in the kindergarten, will have familiarized them with the uses of trees and grass. Start them in their questions to you by asking them the simplest of which you can think concerning grass, as pasturage for cows and other cattle, and through the familiar facts of food bring out the sequences of God's providence in His care for men.

Explain to the children how grass binds the soil together. Let them count its different kinds, such as wheat, rye, oats, barley, etc.; many varieties for many creatures and many purposes, each one proving God's *love*. Tell them why some persons want the Indian corn to be our national emblem, that grains are included among grasses, and that by aid of the microscope we can study their tiny seeds and fibres.

Tell them of the uses of trees,—that they furnish us with logs to burn for fuel (see Lesson III., p. 4), with timber for building houses, with wood for furniture and tools, and produce gums, spices, dyes, rubber, etc., giving us also shade, shelter, and noble thoughts. Tell them how ancient peoples, Indians, savages, and many country folk to-day know the value of herbs as medicine (Ezek. xlvii. 12), and that Daniel, who went into the den of lions, thought trees were very useful (Dan. iv. 12). Tell the class how God made the trees and grass (Gen. i. 12), and that the expression "the tree of life," which so often occurs in the Bible, meant

goodness and strength that helps people somewhat as a tree aids them (Prov. iii. 18). Speak of our gladness in seeing trees, which seem themselves to be so happy that the prophet figuratively speaks of their clapping their hands (Isa. lv. 12), and of mountains and trees as singing. Ask the children if they do not like to go into the woods, lie down on the pine needles and look up into the sky through the tree-tops?

Tell the class that at least twenty-five different kinds of trees are mentioned in the Bible,—almond, cedar, cypress, olive, palm, balsam, bay, fir, etc.,—and that, when Solomon began to get the timber for his temple, he employed eighty thousand men to cut down trees and thirty-six hundred to oversee them (2 Chron. ii. 2, 8), and that, when boys start to peel off bark from birches or chop at them carelessly, they should remember about those overseers. Trees know how badly they can be hurt, if boys don't know. Tell them of the injury that comes upon a land when its forests are destroyed, and that every child has something to do in protecting trees.

Tell the class that Jesus knew how seeds grow, and used them as an illustration of the growth of character, and of the way in which goodness can spread from one person to another, just as babies can become useful, grown-up people (Mark iv. 26-32). Explain the parable of the fig-tree,—for, if we do not trust God, we grow useless (Matt. xxi. 17-22); and that Jesus said, As you can tell a good tree by its fruits, so can you tell about people by their actions (Matt. vii. 17-20).

Speak especially of the palm-tree and its connection with Christ (John xii. 12, 13), and of his crucifixion upon a tree (Acts v. 30). Thus a tree has become a symbol of his life, of his victory, and of his death, leading our thoughts upward to God.

QUESTIONS FOR PUPILS.

What does a cow have to do with grass? What is hay?

Who uses the most grass, animals or man? Who grinds up its seeds? Then what happens?

Have you ever looked at grass-seeds through a magnifying glass?

How can you grow like a seed? Can you make people happy and happier? If everybody gradually grew happy and good, why could you say their happiness was like mustard-seed?

Would you rather have Indian corn or the Mayflower for the national emblem?

How big was the biggest tree you ever saw?

What kinds of trees are mentioned in the Bible?

Why did Solomon employ so many men?

How ought you to treat trees? How do some children hurt them? What happens when forests are burnt down? Why should you be careful about fire when you go on picnics?

What are the uses of trees?

Is it a good plan to have trees on sidewalks and along roads?

What makes trees beautiful, graceful, and stately? Who makes them? Does planting a tree make it?

Why are the actions of children like the fruit of trees?

Why do trees and grass make you feel happy and grateful to God?

To be memorized or recited by the class.

“Praise ye the Lord! Mountains and all hills, fruitful trees and all cedars.” (Ps. cxlviii. 9.)

God in Nature Series.
By Kate Gannett Wells.

Lesson VII.

UNITARIAN SUNDAY-SCHOOL SOCIETY,
25 Beacon Street, Boston.
Copyright 1900.



FLOWERS.

FLOWERS.

HINTS FOR TEACHERS.

MAKE this lesson full of joy because of the beauty of flowers. Explain to the children why we express our love for one another by giving each other flowers; that we want them when we are sick or well, sad or happy, old or young.

Tell them that almost every flower has its own legend of deep meaning, and that different traits of character have been likened unto various flowers, as the lily to purity and pansies to thought; and that their common names show that they are household friends, though botanists also call them by scientific terms.

As with the previous lesson, the children will feel familiar with this subject because of their nature work in the day school. Find out how much they know about buds, blossoms, and the leaves that belong to each kind of flower. Tell them that flowers breathe, sleep, feed, and digest as animals do, only in different ways; that some shut themselves up or droop their heads when it rains. Speak of the delicate beauty of the wild flowers, of the fulness of greenhouse plants and their gracious fragrance; for it is like studying about fairies to learn of the ways and places of flowers.

Speak of the men who have given their lives to the understanding of flowers, and that many of them are of practical service to people for medicines and perfumes; and that to make rooms look pleasant by putting flowers in them is helpful, as *beauty*

always helps and makes us think of God. Speak of the portrait of Linnæus holding in his hand the flower named after him.

Tell them how the love of flowers among the Israelites was shown by their imitation of them in the beaten work of the golden candlestick (Num. viii. 4; Ex. xxv. 31-34), in the carving on Solomon's temple (1 Kings vi. 18, 29, 32, 35; vii. 22, 26).

The Psalmist used flowers as illustrations of God's mercy, which is everlasting, while they soon wither and die (Ps. ciii. 15-17), as also did James in his Epistle (i. 10, 11). But it is not well to enlarge upon this symbolism to the children save as it enables you to speak of the frequent mention of flowers in the Bible. Emphasize rather the fragrance, color, and variety of roses, which make one feel joyous (Isa. xxxv. 1, 2).

Tell them of the wild lilies of Judea, golden-colored and scarlet, more brilliant in hue than Solomon's robes; of God's care for the flowers and His still greater care for us (Matt. vi. 28-30).

Show them how our happiness in flowers makes us like to have them in church at special services, Flower and Harvest Sunday, and on Easter Sunday as symbols of the resurrection.

Bring in several stories of the good that flowers have done,—of the prisoner who was kept from despair by caring for the little blossom, Picciola, growing between the bricks of his prison yard, of blind people who love to smell them, of Flower Missions to the sick and busy people.

Emphasize the truth that the bounteousness of God's love is shown by the flowers, that making earth *beautiful* was as necessary to His goodness as making it *useful* unto man, and that from His care for beauty we learn not only to love beauty, but to see in it His love for us.

QUESTIONS FOR PUPILS.

Why do people look pleased when they see flowers?

What flowers do you like best? Which ones are like your friends?

Do you ever plant beans and see them sprout? Have you a flower garden of your own? What do you do in it?

How does God clothe the flowers? How does He clothe you? Do fine clothes make you any better than if you were just neat and clean?

What is the little girl in the picture going to do with her flowers?

Were you a May queen? Do you make May-baskets and hang them on people's doors? Why do we care for the Mayflower?

When you pick flowers, why should you leave some growing? Why not pull them up by their roots?

What poetry about flowers do you know?

Is there a plan in the making of each flower? Who made that plan?

Are flowers of use to people? Are beautiful things useful?

Why do people have flowers in church on Sundays, especially at Easter and christenings?

What do you learn about God from the flowers?

To be memorized or recited by the class.

“Consider the lilies of the field, how they grow; they toil not, neither do they spin. Wherefore, if God so clothe the grass of the field, which to-day is, and to-morrow is cast into the oven, shall He not much more clothe you?” (Matt. vi. 28, 30.)

God in Nature Series.
By Kate Gannett Wells.

UNITARIAN SUNDAY-SCHOOL SOCIETY,
25 Beacon Street, Boston.
Copyright 1900.

Lesson VIII.



BIRDS.

BIRDS.

HINTS FOR TEACHERS.

LET the teaching of this lesson emphasize the forethought and tenderness of God.

Tell the class that nests are birds' homes, built for the little birds just as parents build houses for their children; that different kinds of birds choose different places for their nests and build them differently, each in its own best way.

Tell the children how birds find food in the air, on the earth or in the sea, each bird knowing the kind it likes best; and that, when Jesus said the heavenly Father feedeth them, he meant that God makes their food grow and gives them the power to find it (Matt. vi. 26, Ps. cxlvii. 9).

Tell the class how God has given to eagles and hawks claws with which they tear their food in pieces, to other birds long bills with which they pierce down into the cups of flowers to get their honey, and, to others, still, webbed feet with which they can swim after their food. Show them how God is never tired of producing variety.

Tell the children of the wings and tails which help birds to fly, of their eyes, "made like spy-glasses," so that they can see tiny specks way off, that birds like to fly in company with each other, going and coming back thousands of miles over sea and land according to the seasons, a pigeon flying over twenty-seven hundred miles in a single day.

Explain to the class why it is wrong either to rob nests of their

eggs or to destroy nests, unless the birds have flown away till another year. Even then, they may come back and miss their home.

Talk about the beauty of birds' feathers and of the millions of birds which are killed just that girls can have feathers in their hats. Describe the heart-breaking cry of the sea-gull when its mate is killed, as the two are skimming through the air together, and the affection which birds have for each other; for, if we would stop and think of all this, we should never want feathers "just for a hat." Tell the class also how song-birds are being destroyed and of the cruelty in killing them needlessly, as birds have feelings and hearts like ours, and little birds pour out their notes of joy to God just as children stand on tiptoe with delight.

Then lead the class to connect birds with the tenderness of the Bible in speaking about them, for it mentions about thirty different kinds. Two of every sort went into the ark (Gen. vii. 14). The Psalmist speaks of our souls flying to God as birds fly to the mountains for shelter (Ps. xi. 1). God's care of his people is likened unto the eagle's care of her young (Deut. xxxii. 11, 12).

Tell the children how Jesus spoke of the sparrow and of God's care of us (Matt. x. 29-31), therefore we can trust Him wholly; of Christ's contrasting his homeless life with that of birds in their nests (Luke ix. 58), and of his longing to protect Jerusalem (Matt. xxiii. 37).

Speak of the loving power of God in making birds so beautiful and joyous and of *service* and *pleasure* to man, of the birds' trust in us when we tame them with kindness, of the knowledge we gain by studying their ways, and of what must have been Jesus' feeling about them, else he would not have spoken of them as illustrating God's care for us.

QUESTIONS FOR THE PUPIL.

Do sparrows build where eagles do? Why not? Where do pigeons and robins build? What is the usual place?

When is it no harm for a boy to carry a nest away? Why is robbing birds' nests mean fun?

What kinds of food do birds eat? Do you ever put pans of water for birds on such high posts that cats cannot get at the birds?

Why are the birds in the picture putting up their bills?

With what do they eat, and where do they find their food? Do they make it? How do flowers help them?

Why do birds sing? How many notes can you recognize?

How are their tails and wings useful? How far can some pigeons fly? What are their eyes like?

Of what use are their feathers to them and to you? What kind is it right to wear?

Have birds feelings? Did you ever hear one cry?

How many different kinds of birds are mentioned in the Bible?

Why is God's care of us likened unto the eagle's care of her young?

What did Jesus' words about sparrows mean?

Why does a hen gathering her chickens under her wing make us think of God and Jesus?

To be memorized or recited by the class.

"Are not two sparrows sold for a farthing? and one of them shall not fall to the ground without your Father." (Matt. x. 29.)

God in Nature Series.
By Kate Gannett Wells.

UNITARIAN SUNDAY-SCHOOL SOCIETY,
25 Beacon Street, Boston.
Copyright 1900.

Lesson IX.



ANIMALS.

ANIMALS.

HINTS FOR TEACHERS.

FIND out first what the children can tell you about animals. Then explain to them how animals have more or less instinct which seems to be born with each one, just as it was with their parents, though they also acquire it from the example of other animals and from their own mistakes, exactly as children learn to reason.

Tell them that instinct is allied to intelligence and reason, and that the more animals live with people who treat them kindly, the more educated they become, till they are more reasonable than some children.

Speak of the endless variety of animals, how they have lived in almost all ages, God creating them for the service of man (Gen. i. 24, 25); that the Bible alludes to leviathans and behemoths, which now are not found; that animals are adapted to the places in which they live, and by the great variety of their kinds, their habits and uses, show the infinite variety of God's power.

Speak of their uses to men in furnishing skins for clothing and food to eat, in carrying people about over the land, and, best of all, in being our friends, for, as we live with them, we learn to understand them, as if they were no longer dumb. Tell the class of their care for their young and for each other in sickness.

The Old Testament frequently speaks of the strength of the lion. A good man can be as bold as one (Prov. xxviii. 1), and

Daniel lived in a lions' den. The tribe of Judah was also likened unto a lion because of its greatness (Gen. xlix. 9). Tell the class the story of David caring for his father's sheep and how he killed a bear (1 Sam. xvii. 34, 35).

Explain to the class why Moses made a great many rules about the treatment of animals for sacrifice, but that we now know God had rather we should give up all our bad habits than try to please him by offering burnt animals to him, and that kindness to everything he has created is the best way of showing our gratitude to him for giving us animals.

Tell the class that Solomon had thousands of horses (1 Kings iv. 26), but that before his time the great men of Israel rode on mules and asses; and that Jesus rode into Jerusalem on an ass (John xii. 14), and that he taught us to take care of animals by his parable about the use of Sunday (Luke xiv. 5).

Tell them also that Jesus must have cared for dogs, and understood their friendliness, since he speaks in his parable about their comforting Lazarus (Luke xvi. 21), and of dogs under the table eating the children's crumbs, just as they do nowadays (Mark vii. 28). He also must have liked sheep; for he calls himself their shepherd (John x. 14), and told Peter to feed his lambs and sheep (John xxi. 15-17).

Lead the children to feel that animals, like birds, are a proof of God's *forethought* and *love* in providing them as companions and helps to man, for even wild and dangerous animals have their uses. We should never needlessly hurt them,—not docking horses' tails, not using check-reins cruelly, not cutting dogs' ears and tails. God made them as they are, and He knew best what they needed.

QUESTIONS FOR PUPILS.

How many animals live in the house or on the farm with you?
What kinds are they? What other animals are there?

Do they all know something? What is instinct?

Have dogs a conscience? Do horses mind? What makes them mind? Do horses and dogs know their masters?

How does kindness educate animals? How does the dog feel toward the boy in the picture?

What is meant when it is said, Talk to animals just as if they were persons? What good is it to whip them?

What uses have animals? What is done with the skins of some animals? What creatures furnish us with food?

Of what does the lion make you think? Where have you seen one?

Why did the Jews offer sacrifices of birds and animals to God? What do you do instead?

Why did Jesus speak of himself as a shepherd?

How do animals show God's care for us? What should we do without them?

How does He mean we should treat them?

Did you ever go to a hospital for dogs or cats? Do you belong to a Band of Mercy?

What different powers or gifts has He given to animals? How are they like people? How can they increase their powers?

To be memorized or recited by the class.

"I am the good shepherd. The good shepherd giveth his life for the sheep." (John x. 11.)

God in Nature Series.
By Kate Gannett Wells.

UNITARIAN SUNDAY-SCHOOL SOCIETY,
25 Beacon Street, Boston.
Copyright 1900.

Lesson X.



THE FOUR SEASONS.

THE FOUR SEASONS.

HINTS FOR TEACHERS.

EXPLAIN briefly to the children the cause of the changes of season.

Tell them that therefore this lesson is a bit of a review of the preceding ones. First, they learnt about the sun, whose rays give us light and heat; secondly, they talked about the oceans and rivers on which people travel, and which help them to do business; thirdly, of the mountains that are "nurseries of the rivers," and which shelter many; fourthly, of the winds and clouds that gather moisture for the earth; fifthly, of rain and snow, which keep the land from drying up, and that winds, rain, and snow have their own seasons for helping us; sixthly, of the grass and trees which make most of the year so joyously beautiful; seventhly, of the flowers that blossom in summer, teaching us the resurrection lesson of the spring; eighthly, of the birds; and, ninthly, of the animals,—both birds and animals knowing how to take care of themselves all the year round, so that each season has some special reason for being.

Draw out from the pupils their ideas of the beauty and usefulness of each season, telling them that, the more they know, the more wonderful will God's laws seem to them,—laws which the greatest men of the earth have studied, the extent and power of which are still to be known.

Tell the class that the account of the creation speaks of seasons as part of God's order (Gen. i. 14), that the Psalmist also said God had made summer and winter (Ps. lxxiv. 17) and had appointed

the moon for seasons (civ. 19), that Daniel described God's power as changing the seasons (Dan. ii. 21), and that ancient peoples and many folk nowadays talk of the moons and of the harvest moon as signs of the time of year.

Jesus told his disciples about the order of fruits in their seasons in the vineyard (Matt. xxi. 41); for he liked to draw his illustrations from nature, as when he spoke of the fig-tree (Mark xiii. 28).

Speak also of the wondrous beauty of each season, that, though each has its special use, beauty, and meaning, the variegated glory of the autumn is not greater than the green tenderness of spring or the fulness of summer riches than the white purity of the winter snow. Lead the class to feel that all this beauty is God's gift, working out its benefits to man through law.

Induce the children to tell you their fancies about the seasons, and their pleasures peculiar to each, that you may lead them to feel alike the poetry and the use of the seasons. Let them see the uselessness of wishing it were not going to be winter in summer or summer in winter; and that the full use of each present season is the best way of proving gratitude to God for all his beauty.

Impress upon their minds the *order* of the universe (Jer. v. 24), that the sense of *gratitude*, of *beauty*, and of *use*, may be the outcome of these ten lessons. Tell them that the full beauty and use of each season it is for them to develop, as God has made the earth for man, for thus they become coworkers with God, and that children are as important to him in their way as are older people in a different fashion. Then read to them, with all the joy and gratitude you can bring into your voice and manner, Ps. cxlviii. (from which they already have had several verses) as a chorus of praise to God.

QUESTIONS FOR PUPILS.

What causes the four seasons?

Who makes that cause?

From where do heat and light come? From where does water come? What do heat and light and water do to the earth?

What makes the earth beautiful?

Why do birds and animals know how to care for themselves?

When can you stop learning about nature?

Do the four seasons come each year? Why can you not change their order? What is seed and harvest time? How should you feel if you did not know which one was coming next?

Does their never-changing order make you sure that God knows best, and will take care of you?

What season does the picture represent?

Why do you like each of the four seasons? What do you do in winter, spring, summer, autumn?

What are the uses of each? What is the beauty?

How can you increase that use and beauty?

How can children be coworkers with God?

What is meant by speaking of God's order of the world? Are you orderly? Do you feel happier when your plans for the day are not in confusion? Can other people depend upon you?

Why should you praise God?

To be memorized or recited by the class.

"Let them praise the name of the Lord: for His name alone is excellent; His glory is above the earth and heaven."
(Ps. cxlviii. 13.)